

More Than Making the Grade: Standards-based Grading and Reporting



OPI Assessment Conference
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Learning Objectives

- o Define “standards-based”
- o Learn about standards-based grading and reporting
- o Explore standards-based assessment and reporting resources

Standards....

Standards-
referenced

Standards-
aligned

Standards-
based



Are you ready for standards-based

GRADING AND REPORTING?

Discussions about grading...

Voice of Experience

- o Take the time to have meaningful discussions about the ***purpose of grading***.
- o Teachers must be comfortable with no averages, allowing redos, separating behaviors from content knowledge and this takes a lot of ground work before doing the report card.

From Kathleen Dent

Principal, Retired 2013

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A B C D F

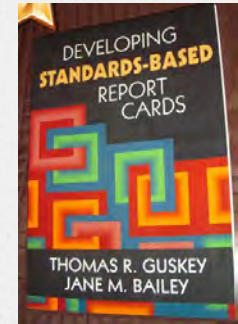
OR

Criteria (Benchmark)	Novice	Nearing Proficiency	Proficient	Advanced
1. Define the problem	A. identify the topic incompletely and unclearly B. restate the problem or task with inaccuracies C. use minimal task related vocabulary and keywords D. struggle to formulate questions or steps needed to solve the problem or task	A. identify the topic incompletely B. restate the problem or task C. use some task-related vocabulary and keywords D. formulate some questions or steps needed to solve the problem or task	A. identify the topic B. restate the problem or task in their own words C. use task-related vocabulary and keywords D. formulate questions or steps needed to solve the problem or task	A. identify and narrow the topic with precision B. restate the problem or task in their own words with elaboration C. use enriched task-related vocabulary and keywords D. formulate advanced questions or steps needed to solve the problem or task

Discussions about reporting...

Standards-based Report Card Development Levels

1. Defining the purpose
2. Developing reporting standards
3. Addressing essential steps in development
4. Establishing performance indicators
5. Developing the reporting form
6. Pilot testing and revision

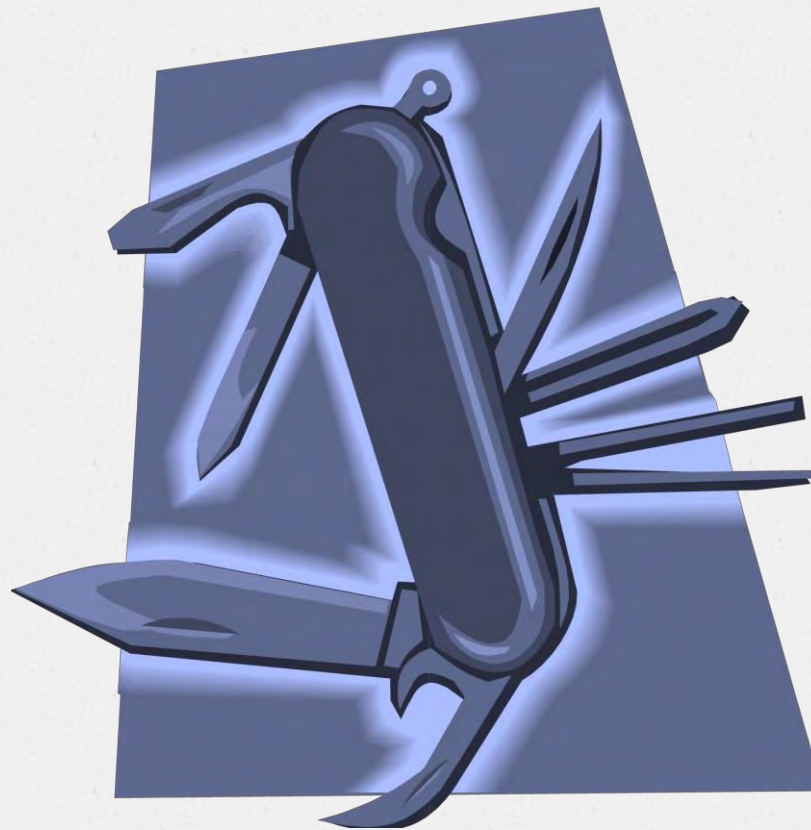


(Guskey, Thomas R. and Jane M. Bailey. *Developing Standards-based Report Cards*. Thousand Oaks, CA: Corwin, 2010, pg 24)

A PROCESS NOT AN EVENT



Defining the Purpose



Intermediate (Grade 4-5) Report School Year 2009-2010

Profile Key:

Academic Headings:

- A = Excellent
 B = Above Average
 C = Average
 D = Below Average
 F = Failing

TNG = Taught/Not Graded

- = Adapted Curriculum

★

+

P

√

Subheads:

- = Strength
 = Acceptable
 = Shows Progress
 = Area of Concern

Quarter	1	2	3	4
Days Absent	25	6		
Times Tardy	1	0		
Progress is affected by Absences/Tardies				

Quarter	1	2	3	4
Work / Study / Social Skills				
Follows directions	+	+		
Completes work on time	★	★		
Works independently	+	★		
Stays on task	+	+		
Uses time wisely	+	+		
Participates in class discussions/ activities/group	★	★		
Presents work neatly	+	+		
Talks at appropriate times	+	★		
Respects others	★	★		
Follows classroom rules	+	+		
Follows school rules	+	+		
Accepts constructive suggestions	+	★		
Accepts responsibility for own actions	+	★		
Special Areas				
Music	TNG	(see attached sheet)		
Physical Education	TNG	(see attached sheet)		
Library Skills	TNG	(see attached sheet)		

Quarter	1	2	3	4
Communication Arts				
Reading	A	A-		
Spelling	A	A		
Math				
Basic Facts	+	+		
Computation	+	+		
Problem-solving	+	+		
Social Studies				
Science/Health	A	A		
Writing Continuum				
Novice	Nearing Proficiency		Proficient	
			Advanced	

1st Quarter
 2nd Quarter

1. CONFERENCE

2. Comments/Goals

adds a great creative component to our classroom. He has great ideas to express during discussion periods. One the way he thinks special should be used 20 minutes each night.

3. CONFERENCE

4. Comments/Goals

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Quarter	1	2	3	4
Work / Study / Social Skills				
Follows directions	+	+		
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Stays on task	+	+		
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Participates in class discussions/ activities/group	★	★		
Presents work neatly	+	+		
Talks at appropriate times	+	★		
Respects others	★	★		
Follows classroom rules	+	+		
Follows school rules	+	+		
Accepts constructive suggestions	+	★		
Accepts responsibility for own actions	+	★		
Special Areas				
Music	TNG	(see attached sheet)		
Physical Education	TNG	(see attached sheet)		
Library Skills	TNG	(see attached sheet)		

I. CONFERENCE

2. Comments/Goals

adds a great creative component to our classroom. It has great ideas to express during discussion periods. Love the way he thinks. Special should be 20 minutes each night.

News from the Library

Rossiter Elementary School
Second Quarter 2009 – 2010

Laura Trapp, Librarian

ltrapp@helena.k12.mt.us 324-1519

Thank you! Thank you! Thank you!

Thank you for your support of the Book Fair last quarter! Once again, our library was able to earn over \$1,000 in free books plus \$1000 for our library budget to buy books and other library materials. **We really appreciate your support!!**

SUPER3 PLAN * DO * REVIEW

At Rossiter School, we begin learning about the Super3 process at a young age. In fact, your child might have come home singing our "Plan, Do, and Review" song at some time! The Super3 is a great framework for helping us do schoolwork, become better at something, or make decisions in our lives. You can even try it at home! It's simple:

- **Plan:** Think about and decide what you need to do.
- **Do:** Do it! Carry out your plan.
- **Review:** Look back on what you did and think about whether you were successful and whether you should do something different next time.

In Library Skills classes, we especially use the Super3 process when we do research, but we try to keep it in mind for all of our activities.

Here Library Skills Activities

Kindergarten, first, and second grade students have been learning about the Caldecott Medal, which is awarded to an artist of a picture book each year.

Kindergarten students continue to have a story and short lesson, check out books, and sometimes work on a project. We have practiced listening for information and retelling stories. We've read several stories which used the idea of the "Twelve Days of Christmas" song, discussing similarities and differences. We also compared the Caldecott Medal winning The Snowy Day book with a video version of the story.

First grade students have practiced alphabetical order while looking at the arrangement of the Everybody section of the library, and are beginning to practice finding books in this section. We have practiced listening for information and giving credit to the author and illustrator of a story. We have compared different versions of the same stories and most recently we have compared the Caldecott Honor book Don't Let the Pigeon Drive the Bus with the video version of the story. As an extra added bonus, we "met" Mo Willems (in the video), the author and illustrator, and he taught us how to draw the famous Pigeon!!

Second grade students have practiced listening for information, taking notes, and giving credit to the author and illustrator of a story. They have practiced logging into the Library Catalog with their ID number to see what items they have checked out and whether they are overdue. We have also compared different versions of the same stories, sometimes using Tumblebooks (<http://www.tumblebooklibrary.com>) stories. Most recently we have compared the Caldecott Medal winning book Officer Buckle and Gloria with the video version of the story. We

REPORT EXAMPLE

Student Name: _____

MT Science Standard 1: Students, through the inquiry process, demonstrate the ability to design, conduct, evaluate, and communicate results and reasonable conclusions of scientific investigations.

B. Write a testable question with teacher guidance

Assignment/Task	Task Criteria	Score/Performance Level
Oct 10 Question Words Task	1. Accuracy-correct question words/punct./vocab highlighted 2. Completion-all question words/punct./vocab underlined	2/Nearing Proficient
Oct 12 Science Vocab/Question Task	1. Accuracy-correct question words/punct./vocab highlighted 2. Completion-all question words/punct./vocab underlined	2/Nearing Proficient
Oct 14 Science Question Task	1. Accuracy-correct question words/punct./vocab highlighted 2. Completion-all question words/punct./vocab underlined	3/Proficient

Comments and Resources:

Science Performance Criteria

Information Literacy Performance Criteria

Novice:	<ul style="list-style-type: none"> • Student, with guidance, generates questions. 	Novice:	<ul style="list-style-type: none"> • listen and retell problem or task with errors • retell few keywords • listen and retell the topic omitting most details
Nearing Proficiency:	<ul style="list-style-type: none"> • Student generates questions. 	Nearing Proficiency:	<ul style="list-style-type: none"> • listen and retell problem or task with limited details • retell some keywords • listen and retell the topic with limited details
Proficient:	<ul style="list-style-type: none"> • Write a testable question with teacher guidance 	Proficient:	<ul style="list-style-type: none"> • listen and retell problem or task • retell keywords • listen and retell the topic
Advanced:	<ul style="list-style-type: none"> • Student generates a testable question. 	Advanced:	<ul style="list-style-type: none"> • listen and retell problem or task with insight and detail • retell keywords with enriched vocabulary • listen and retell the topic with elaborate detail

Your Thoughts?



- What is the purpose of your current reporting method?
- What ideas do you have for clarifying the purpose?
- What information does your current reporting method include?

Developing Reporting Standards



“State clear expectations for work so that all teachers, students and parents know the criteria for quality and the requirements for earning a grade.”

Burke, Kay. *From Standards to Rubrics in 6 Steps*. Rev. Ed. Thousand Oaks, CA: Corwin Press, 2006.

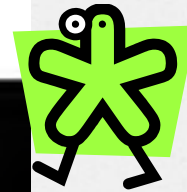
STANDARDS

Know = Content Specific	Able to DO = Process and Performance
Mathematics (facts and formulas)	Problem Solving and Application
Social Studies (names, dates, places)	Problem Solving and Research
Science (facts and formulas)	Inquiry-based Investigations
Literature	Reading, Writing, Listening and Speaking

Addressing Essential Steps In Development



Establishing Performance Indicators



Indicators of Student Performance

Levels of Understanding/Quality

Superior	Beginning	Novice	Unsatisfactory
Modest	Progressing	Apprentice	Needs Improvement
Intermediate	Adequate	Proficient	Satisfactory
Proficient	Exemplary	Distinguished	Outstanding

Levels of Mastery/Proficiency

Superior	Beginning	Novice	Unsatisfactory
Modest	Progressing	Apprentice	Needs Improvement
Intermediate	Adequate	Proficient	Satisfactory
Proficient	Exemplary	Distinguished	Outstanding

(Guskey, p121)

Indicators of Student Performance

Frequency of Display

Rarely	Never
Occasionally	Seldom
Frequently	Usually
Consistently	Always

Degree of Effectiveness

Ineffective	Poor
Moderately effective	Acceptable
Highly Effective	Excellent

Evidence of Accomplishment

Little or No Evidence
Partial Evidence
Sufficient Evidence
Extensive Evidence

(Guskey, p121)

Pilot Testing and Revision



What might this look like in the
real world?

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POSITIVE OUTCOMES

- Really motivated teachers to get deeply into the core standards.
- Parents appreciated the more meaningful feedback.
- Students could become a part of the grading by setting specific goals.

From Kathleen Dent

Innovative Educational Consulting, LLC

kathleendent@yahoo.com

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WHAT TO DO DIFFERENTLY OR TO CONTINUE TO WORK ON

- o Take the time to have meaningful discussions about what the ***purpose of grading*** is. Teachers must be comfortable with no averages, allowing redos, separating behaviors from content knowledge and this takes a lot of ground work before doing the report card.
- o Set up the logistics such as grade books and the actual filling out report cards electronically to make wrangling the data easier.
- o **COMMUNICATE, COMMUNICATE, COMMUNICATE**--this takes a lot of time for kids, parents, teachers, and administration. It can't be a "one and done" format.

From Kathleen Dent
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kathleendent@yahoo.com

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Communicating with Parents

PRIMARY/JUNIOR STUDENT ACHIEVEMENT FORM

NAME OF STUDENT
 MS. [Name]
 MS. [Name]
 MS. [Name]
 MS. [Name]

KEY TO SYMBOLS
 A. ACHIEVEMENT
 B. [Symbol]
 C. [Symbol]
 D. [Symbol]
 E. [Symbol]

DESCRIPTION OF STUDIES
 AREA OF EVALUATION

AREA OF EVALUATION	FIRST TERM		SECOND TERM	
	1	2	1	2
1. [Area]				
2. [Area]				
3. [Area]				
4. [Area]				
5. [Area]				
6. [Area]				
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100. [Area]				

DATE [Date]

SIGNATURE [Signature]

TEACHER [Name]

DATE [Date]

SIGNATURE [Signature]

PRINCIPAL [Name]

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*To Hamilton School District students, parents, and guardians:
The purpose of this report is to communicate student progress toward
specific learning goals, to acknowledge current achievement and to
guide improvement.*

Key to Achievement

The student performs on academic tasks at the level of:



1= working below grade level expectations, just beginning standards, and/or needs ongoing support at this time.

2=beginning to understand the standards and apply skills at this time.

3= consistently and independently meets standards at this time.

4=exceeds standard expectation and applies skills across content.

Please refer to Quarter Maps for Parents for specific skills and standards.

X=Not assessed during the reporting period

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Math Practice Standards K-12

REPORTING PERIOD	1 ST	2 ND	3 RD	4 th
Make sense of problems and persevere in solving them.				
Reason and explain mathematical thinking.				
Model and use tools in math.				
See structure and generalize math concepts.				
Attend to precision.				

Math Content Standards for 4th Grade

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Math Content Standards for 5th Grade

Number Sense and Operations

REPORTING PERIOD	1 ST	2 ND	3 RD	4 th
Understand the place value system.				
Perform operations with multi-digit whole numbers and with decimals to hundredths.				

Operations and Algebraic Thinking

REPORTING PERIOD	1 ST	2 ND	3 RD	4 th
Analyze patterns and relationships.				
Write and interpret numerical expressions.				

Number and Operations- Fractions

REPORTING PERIOD	1 ST	2 ND	3 RD	4 th
Use equivalent fractions as a strategy to add and subtract fractions.				
Apply and extend previous understandings of multiplication and division to multiply and divide fractions.				

Measurement and Data

REPORTING PERIOD	1 ST	2 ND	3 RD	4 th
Convert like measurement units within a given measurement system.				

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English/Language Arts Standards for 5th Grade

Reading Literature

REPORTING PERIOD	1 ST	2 ND	3 RD	4 th
Analyzes how visual elements contribute to the text.				
Compares and contrasts stories from the same genre.				
Reads and comprehends grade level literature				

Reading Informational Text

REPORTING PERIOD	1 ST	2 ND	3 RD	4 th
Quotes and draws inferences accurately from a text				
Determines two or more main ideas and key details				
Determines the meaning of academic words.				
Compares and contrasts the structure in two or more texts.				
Analyzes multiple accounts of the same event or topic.				

Draws on information from multiple sources to locate answer.				
Explains how an author uses evidence to support points.				
Integrates information from several texts.				
Reads and comprehends informational texts including academic content and technical texts.				

Reading: Foundational Skills

REPORTING PERIOD	1 ST	2 ND	3 RD	4 th
Knows and applies grade level phonics and word analysis skills in decoding words.				
Reads accurately and fluently to support comprehension.				

Writing

REPORTING PERIOD	1 ST	2 ND	3 RD	4 th
Opinion				
Informational/Explanatory				
Narrative				
Research				

Speaking and Listening

REPORTING PERIOD	1 ST	2 ND	3 RD	4 th
Participates in conversations and discussions.				
Presents ideas clearly.				

Language

REPORTING PERIOD	1 ST	2 ND	3 RD	4 th
Uses conventions of grammar when writing or speaking.				
Uses capitalization, punctuation, and				

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Content Areas for 5th Grade

REPORTING PERIOD	1 ST	2 ND	3 RD	4 th
<i>Science</i>				
Demonstrates effort in Science				
<i>Social Studies</i>				
Demonstrates effort in Social Studies				
<i>Health/Physical Education</i>				
Demonstrates effort in Health/PE				
<i>Music</i>				
Demonstrates effort in Music				
<i>Information/Library Media</i>				
Demonstrates effort Library				

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STUDENT BEHAVIORAL EXPECTATIONS K-5

***R=Rarely S=Sometimes U=Usually C=Consistently
Expectations of Respectful Behavior***

REPORTING PERIOD	1 ST	2 ND	3 RD	4 th
Works cooperatively with peer and adults				
Uses respectful language				
Shows respect of spatial boundaries for self, peer, and others				
Shows respect to property and possessions				
Participates actively in learning				
Listens and follows directions				

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Expectations of Responsible Behavior

REPORTING PERIOD	1 ST	2 ND	3 RD	4 th
Completes of tasks in allotted time				
Manages time and materials appropriately				
Takes responsibility for own actions				
Works independently				
Resolves conflicts constructively				

Attendance

REPORTING PERIOD	1 ST	2 ND	3 RD	4 th
Days Attending				
Days Tardy				

Placement for _____

Your child will be assigned to the _____ grade level for the coming school year.

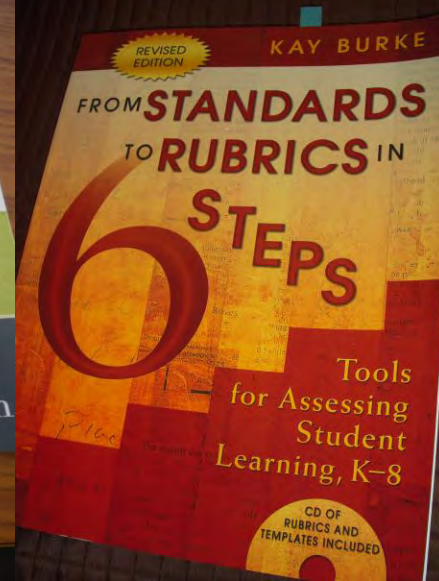
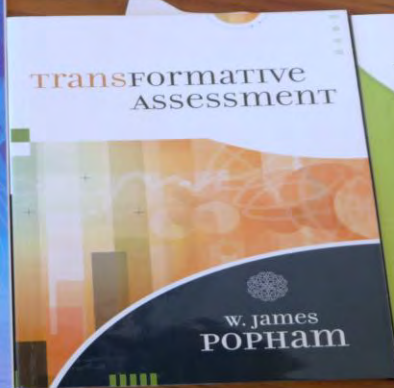
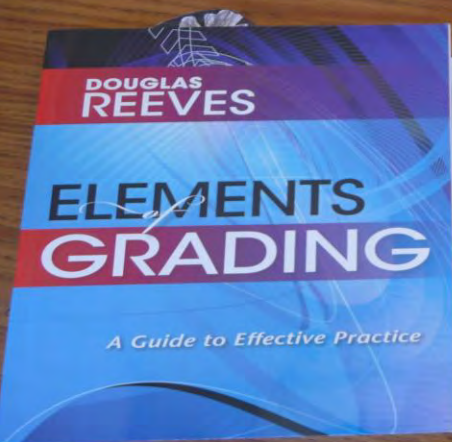
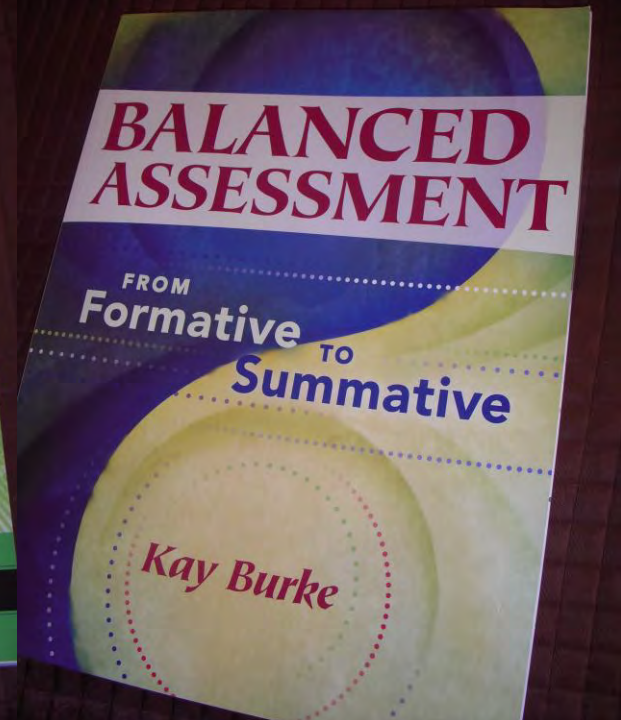
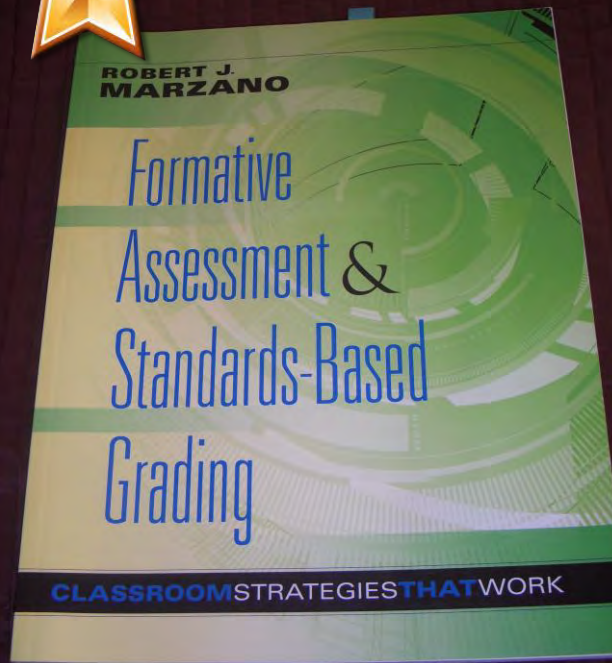
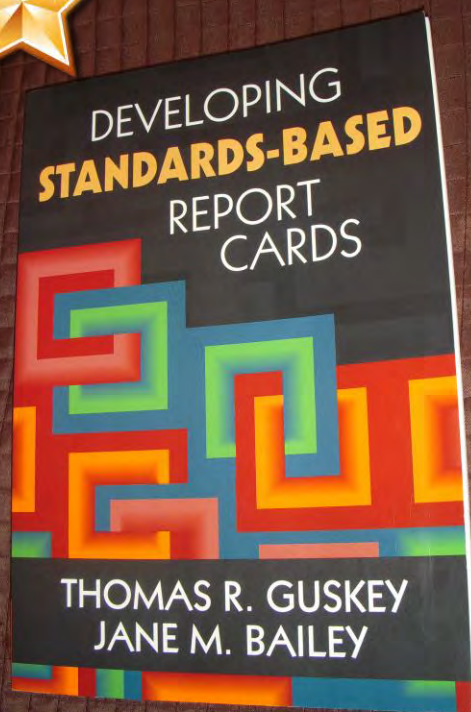
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***New
Ideas***

Questions

***Action
Item***





Colet Bartow

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Content Standards and Instruction

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